

Facts about the California Standards Tests

- The California Standards Tests are given to public school students in grades 2 through 11 as part of the state's Standardized Testing and Reporting Program.
- Enacted into law in 1997, the STAR Program has two components in addition to the California Standards Tests: the Stanford Achievement Test, Ninth Edition, Form T, (Stanford 9) and the Spanish Assessment of Basic Education (SABE/2).

A Test for California Schools

- The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested.
- The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001.
- Standards Tests for STAR include questions from the Stanford 9 English-language arts grades 2–11 and mathematics grades 2–7 tests that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

Test Content and Format

- Standards Tests in English-language arts in grades 2 through 11; for mathematics in grades 2 through 7; and for history-social science in grades 9, 10, and 11 are tied to specific grade levels.

- The Mathematics Standards Tests in grades 8 through 11 are tied to specific math courses. A grade 11 Mathematics Standards Test is given to students who completed algebra II or third-year integrated math at any time before testing begins.
- Students in grades 9, 10, and 11 take Science Standards Tests that also are tied to specific courses rather than grade levels.
- Questions for all Standards Tests, except for the writing tests in grades 4 and 7, are in a multiple-choice format.
- Student responses to the writing tasks are scored using 4-point rubrics that are aligned to state-adopted standards for writing strategies, applications, and conventions.

Performance Level Reporting

- The California Standards Tests are criterion-referenced tests. Results are based on how well students achieve identified state-adopted standards, not how student results compare with results of other students taking the same tests.
- The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.
- Initial recommendations came from a Performance Level Setting Panel, convened in summer 2000. The State Board also scheduled regional hearings to receive public input before final performance levels were adopted in February 2001.





Facts about the California Standards Tests

2000 Performance Level Summary Reports

- Districts have received California English-Language Arts Standards Test Performance Level Reports for the 2000 administration.
- The Summary Reports include for each school and/or district the number and percent of students who scored within each performance level on the test. Results of all students tested, except for students in special education who took the test out-of-level, were included.
- Data on the summary reports for 2000 will not be used for calculating the Academic Performance Index (API). It provides school and district information about student performance in 2000 measured against the state's newly-adopted performance levels.
- It is hoped that district and school leaders will review their local 2000 summary data and use the findings to help guide curriculum alignment and instructional planning for the coming year.

2001 Performance Level Reporting

- Individual student and group results of the 2001 administration of the California English-Language Arts Standards Tests will be reported using performance levels.
- The 2001 performance level results for the English Language Arts Standards Tests in grades 4 and 7 will be based on the multiple-choice sections and will not include the written-response scores. Written-response scores will be included for the first time in 2002 performance level results.

- 2001 performance-level results for English-language arts will be used in calculating 2001 base APIs for each school.

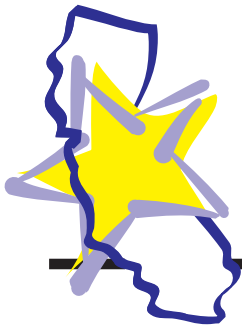
Performance Levels for All Content Areas

- The State Board is scheduled to adopt performance levels for the California Standards Tests in mathematics, history-social science, and science in fall 2001. Performance levels for incorporating the writing tests into the grade 4 and 7 English-language arts performance levels also will be adopted at that time.
- Performance levels are scheduled to be used to report individual and group results for spring 2002 Standards Tests in mathematics, history-social science, and science.
- 2001 Performance Level Summary Reports, similar to the English-language arts reports distributed this spring, will be developed for mathematics, science, and history-social science in spring 2002.

For More Information...

For more information about the California Standards Tests and the STAR Program, contact the Standards and Assessment Division of the California Department of Education at (916) 657-3011 (phone), at (916) 657-4964 (fax), at STAR@cde.ca.gov (e-mail), or at www.cde.ca.gov/statetests/star/star.html (Internet). Your questions will be directed to the appropriate person.

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Talking Points about the English-Language Arts Standards Test Summary Report for 2000

- The 2000 summary reports for English-language arts signals a major step toward implementing a standards-based assessment system for California public schools.
- This data provides our district/school baselines for student performance in English-language that is measured against the state's newly adopted performance levels. The 2000 summary results also provide a general indication of our school's progress toward implementing California's content standards.
- Our district/school staff will be reviewing this data during the next few weeks and using the findings, with other assessment information about our students' academic achievement, to finalize school plans for the coming year. This report provides one piece of information about student performance from spring 2000 testing.
- We are moving as quickly as possible to fully implement the state's content standards in all areas of our academic programs. Our progress depends greatly on the availability of standards-based textbooks and other instructional materials. There also is a critical need for funding and time to train teachers and other support staff.
- We plan to start working with students, parents, and community members to build a foundation of understanding and support as the new performance-level reporting system for the California Standards Tests become fully operational.
- California's established goal for student achievement is to have all students scoring at the proficient performance level or above. It will take everyone—at local, regional, and state levels—working together to achieve this goal.



2000 Performance Level Reporting for the California English-Language Arts Standards Tests

Performance Level Summary — Spring 2000

The following table summarizes state results of the 2000 administration of the California English-Language Arts Standards Tests. These performance levels, adopted by the State Board of Education, will be used to report individual and group results for the 2001 test.

Grade	Number of Students Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
		Percent of Students	Percent of Students	Percent of Students	Percent of Students	Percent of Students
2	429057	17	25	30	20	9
3	447860	17	24	28	21	9
4	447620	15	23	34	20	9
5	431102	15	22	34	20	9
6	415183	15	22	34	19	10
7	398674	16	21	33	22	9
8	393807	15	21	34	20	9
9	402857	16	22	32	21	8
10	363470	14	23	34	21	8
11	310988	15	23	32	21	9

Performance Descriptors for English Language-Arts*

- Advanced** Advanced performance with respect to the California English-Language Arts Content Standards
- Proficient** Proficient performance with respect to the California English-Language Arts Content Standards
- Basic** Basic performance with respect to the California English-Language Arts Content Standards
- Below Basic** Below basic performance with respect to the California English-Language Arts Content Standards
- Far Below Basic** Far below basic performance with respect to the California English-Language Arts Content Standards

* As adopted by the State Board of Education

Range of Raw Scores*

Within Each Performance Level by Grade**

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	0-25	26-38	39-54	55-65	66+
3	0-25	26-38	39-53	54-64	65+
4	0-26	27-38	39-58	59-72	73+
5	0-27	28-38	39-58	59-72	73+
6	0-29	30-41	42-60	61-73	74+
7	0-32	33-45	46-62	63-74	75+
8	0-32	33-44	45-61	62-73	74+
9	0-30	31-42	43-59	60-72	73+
10	0-29	30-43	44-62	63-74	75+
11	0-30	31-43	44-59	60-71	72+

Raw scores for the performance levels also are provided for teachers to consider how best to help individual students address the standards during this coming school year.

* Number of items correct

** The grades 2 and 3 tests include 75 items; tests in grades 4-11 include 90 items.

